

03-626

Michigan Department of Education
Office of Special Education and Early Intervention Services
P.O. Box 30008
Lansing, Michigan 48909
Part B: IDEA 97

2003-2004 Personnel Development (PD) Mini-Grant Application

Please Print or Type Clearly

| | | | |
|---|----------------|-----------|--------------------|
| Local Education Agency/Public School Academy/Intermediate School District Calhoun Intermediate School District | | | County: Calhoun |
| Address: 17111 G Drive North | City: Marshall | State: MI | Zip 49068 |
| Superintendent's Name: Chris Wigent | | | |
| Address: 17111 G Drive North | City: Marshall | State: MI | Zip 49068 |
| Business Manager's Name: Mary Ellen Currie | | | |
| Address: 17111 G Drive North | City: Marshall | State: MI | Zip 49068 |

Mailing Instructions: Please complete and postmark One (1) original and four (4) copies of this application no later than April 10, 2003 to:

Office of Special Education and Early Intervention Services
Quality Assurance Program
P.O. Box 30008
Lansing, Michigan 48909

Faxed applications will not be accepted.

Project Period: July 1, 2003 through June 30, 2004. All project activities must be completed during this period. Final evaluation forms must be submitted to the Michigan Department of Education no later than June 30, 2004.

Title of Project: Integrating Assistive Technology into the General Curriculum

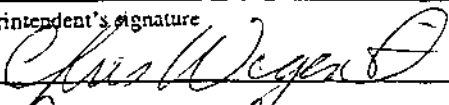
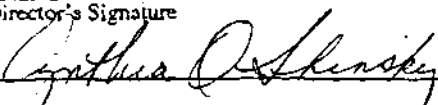

Duration of Project: From September 2003 through May 2004

Project Services will be delivered: ☐ LEA ☒ ISD ☐ PSA ☐ Statewide ☐ Other

If other, explain _____

Amount Requested: \$5000 (\$500 to \$5000)

Has this project been funded previously? ☒ No ☐ Yes If yes, how many times? ____

| | |
|---|--|
| Please print Superintendent's Name Chris Wigent | Special Education Director's Name Cynthia Shinsky |
| Superintendent's signature  | Director's Signature  |
| Special Education Service Personnel Signature:  | Telephone No. 269-964-9426 Fax No. 269-964-3410 |
| Print Name: Pamela Shehabi | E-Mail Address: Shehabip@calhoun-isd.k12.mi.us |
| Special Education Service Personnel Address Doris Klaussen Dev. Center 408 Jameson Street | State: Michigan Zip: 49014 |

Need

Need Statement

According to the federal definition, "assistive technology" is any item or product system, whether purchased commercially off-the-shelf or modified to improve the functional capability of an individual" The first step in pursuing assistive technology (AT) is to begin at the bottom of the technology continuum with low tech solutions and to move up the continuum as individual needs dictate higher technology adaptations, which are often more complicated and costly. Therefore, in order to increase the awareness of assistive technology and increase the likelihood of implementation, it is believed that low-tech modifications and adaptations are the primary means of integrating and meeting the needs of all students in all environments. (Bauder and Sharon, 2002)

With more students with disabilities in general education classrooms, school districts must make sure that assistive technology is available for teachers to utilize. Assistive technology must be available to address all functional tasks including:

- written expression
- spoken communication
- reading
- studying and organization
- math
- recreation and leisure
- activities of daily living

In order to integrate its use into the curriculum, teachers in schools need immediate awareness, training and access to an array of assistive technology items for intervention purposes.

Evidence and Analysis of the Need

The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 1997 instituted a fundamental change by requiring public schools to provide access to the general curriculum for students with disabilities. Consideration for assistive technology is given for every disabled student to access the general curriculum. However, as a result school districts are finding it more and more difficult to manage the growing need for providing assistive technology devices and services. School districts are faced with three major issues:

1. Assistive technology awareness within local school districts
2. Assistive technology distribution across all classrooms servicing special education students
3. Assistive technology funding

AT is not about providing a separate curriculum, but rather provides functional access between the student's disability and the ability to access the same curriculum as general education peers. Assistive technology offers a compensatory approach that circumvents or "works around" deficits which have been resistant to remedial approaches while capitalizing on strengths. AT breaks through the barriers of vision, hearing, processing, communicating and/or motor skills to allow students to do the same things as their general education peers.

Accountability through testing and high standards is the foundation of authentic education reform. Adequate Yearly Progress (AYP) is intended to ensure every child

learns, every school has the opportunity to improve, and every dollar is spent wisely for those purposes. The pilot school district had a student enrollment of 1852 for the 2001-02 school year. Of those students 10.2% (189) received special education services.

In comparing the scores of the AYP (general education with special education) in the pilot school district for the school year 2001-02 the English Language Arts and the Math scores are as follows:

| | |
|---------------------------|--------------------------|
| 1. English Language Arts: | 2. Math: |
| General Education: 65.8% | General Education: 69.4% |
| Special Education: 33.4% | Special Education: 27.3% |

The data reflects a deficit between general and special education student scores in both areas with special education being lower.

The federal education reform – No Child Left Behind (NCLB) is being implemented to support local and state efforts to improve education and guarantee yearly progress. The goal of NCLB is designed to hold schools accountable for the improved achievement of all students. This proposal will provide AT tools to be used for improved learning by allowing special education students to function more independently and successfully with testing as well as the daily curriculum requirements.

Rationale for Project Design

Although schools have been required to provide assistive technology for some years, many districts are still struggling to put in place a service delivery system that meets the needs of all special education students. Garmston and Wellman (1995) suggest that you must have a dual focus on developing the service provider's capabilities and expanding the district's capacity to provide service.

Edyburn & Gardner (1998) have suggested the concept of AT ToolKits as one means of identifying and validating the AT tools and strategies that enhance the use of AT as an intervention. Included in the AT ToolKits are basic, easy-to-use AT items that are responsive to curricular activities and that need minimal time to set up or learn. With an AT Toolkit of devices immediately available for teachers to consider, the following outcomes will result:

- Improved participation of more students
- Increase in IEP team knowledge of potential AT tools
- More frequent consideration of AT tools as solutions
- Increased interest in new AT solutions that may better meet the needs of the student
- Additional student information for a more specific device feature match.

The AT Toolkit will be organized according to the student task at hand (i.e. writing, reading, organization, etc.) to make their use more pertinent and easily accessible for the teacher. Educators need to work to make assistive technology work for students. They need to know what's available, they need training, and access. Assistive technology is a tool to offer promise for our students succeeding in education.

Project Description

Description of Project Activities

The project is a pilot program involving one district within the Calhoun Intermediate School District. This grant would allow us to provide training to build a district wide team of special education personnel knowledgeable of low to mid tech options and strategies to consider for students with special needs. Each building within the school district would be presented with an AT Toolkit to utilize with their students in the building. The teachers would have the opportunity to trial the tools in the AT Toolkit with students, matching needs and strengths to specific assistive technology tools.

The first proposed activity will be to attend a 2-day training seminar presented by the creator of the Lottie Kit (AT ToolKit) in September 2003. This seminar will give the grant participants an understanding of assistive technology options and strategies for general and special education students. With this knowledge, the grant participants will have the ability to provide assistive technology strategies in curriculum areas of reading, math, and organizational skills to resource teachers. The AT Team will be available to support the local special education teachers in implementation of the AT ToolKit and training of other educators.

To assist the teachers in completing the follow-up survey, a productivity chart will be given following their training. This chart will allow the teacher to keep track of the use and efficiency of those tools being utilized.

Student Participation in the Project Grant

This project will provide daily assistive technology strategies and modifications utilizing the AT ToolKit for special education students, K-12, in a regular education school environment. Specifically the number of students receiving special education assistance is 189. It is the goal to provide assistive technology strategies to those 189 students daily with additional carry over to the general education population with consistent classroom usage provided by the resource teacher.

Identification of Key Personnel

The following AT Team Members provide service to Calhoun ISD and support the awareness, training and implementation of AT in the local school districts and ISD programs: Pamela Shehabi, SLP/AT Coordinator; Sue Rosko, SLP/Early On; Kathy Traster, VI Consultant; Mark Foley, MI Teacher Consultant; Tina Roy, HI Consultant; Heather Grinage, OT; Chris Kusler, PT; Brian Tort, Educational Technology Services Coordinator; Ann Walton, Special Education Supervisor/Monitoring Coordinator. The following is a list of special educators in the local school district, which would be responsible for the dissemination and trial of assistive technology:

Jeanine Hudson, Teresa Gould, Bethany Bailey, Michele Herzing, Marilyn Cooper, Brian Deller, Shelley O'Doud, all special education teachers; Annette Janofsky, OT; Nancy Deo, SLP; Toni Willis, SLP; Kay Butler, Parent; Mary Sine, Special Education Supervisor; Edward ter Steeg, Director Special Programs and Curriculum

These two groups of personnel will initially come together through a 2-day workshop. The workshop will train the participants in AT awareness. The special educators from the local school district will then be the implementers of the AT ToolKits with the support of AT Team Members in their local schools. As new AT tools are introduced the special education teacher will need to collaborate with the regular education teachers. As new concept areas are addressed in the regular education classroom the special education teacher would be available to support areas of difficulty with assistive technology tools. The regular education teacher in conjunction with the special educator will evaluate the usefulness of the assistive technology using the productivity checklist.

Alignment to the Michigan Curriculum Framework

Providing an AT ToolKit to the LEA schools will address the following standards in the framework:

1. All students will read and comprehend general and technical material.
2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.
3. Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.
4. Students understand and use various types of operations to solve problems.

The AT ToolKit will offer a variety of low to mid tech tools to support the language arts and math curriculum of special education students. Tools such as a talking calculator, raised line paper, clock stamp set, finger grip ruler, numberline stamp, highlighter tape, writing guide, spell checker, etc., will give our special education students the tools to participate in the general education curriculum and enhance learning.

Link to school improvement grant

The activities of this proposal are linked specifically to the Calhoun Intermediate School District's School Improvement Plan. The activity of attending a 2-day training seminar to understand specific assistive technology options and strategies for special education students K-12 is linked to the goal which states, "Promote an efficient and effective environment, which fosters access to learning and shows positive change for children, students, and adult learners".

The activity of providing instruction to teachers followed by an initial/follow-up survey can be linked to the CISD School Improvement Plan goal stating, "Promote efficient and effective planning, implementation, and assessment throughout the organization".

Specific Plan for Parent Involvement

Initially one parent will be involved in the training workshop along with the special educators from the LEA, developing the awareness level of AT. Once AT is identified as a strategy or modification to support a special education student the parent of that child will become involved in the implementation process. Parents will also be asked to evaluate the effectiveness of the assistive technology their child is utilizing to support their education. Potentially all 189 students and parents would be involved in this initiative.

Project Evaluation

Link Between Project Activities and Project Evaluation

The 2-day training seminar will provide an awareness of AT and increase the likelihood of implementation. AT needs to be part of school equipment that addresses all student functional tasks. As a part of the training seminar, the special education staff and parent will complete a survey identifying specific assistive technology tools that they are familiar with, tools they need more training on, and ones that they have utilized with students. This same survey will be completed in May 2004 and the results compared with the initial survey.

Having the AT ToolKit available will increase the capacity for assistive technology and provide immediate access for integrating its use into the curriculum. Following this seminar teachers will have the knowledge to implement low to mid tech modification and adaptations to meet the curriculum needs of special education students. With the productivity checklist, teachers will be able to monitor those items consistently utilized.

Assessment Methods to Measure Gains in Student Performance

Three assessment methods will be utilized to measure those 189 special education students who utilized the AT ToolKit during the 2003-04 school year within the pilot school district.

The first assessment will be a survey form. The assistive technology team will provide a written survey to those teachers utilizing the AT ToolKit for assessing student performance. This assessment survey will be distributed two times during the 2003-04 school year. The initial survey will be available October 1, 2003 for those resource teachers who attend the 2-day seminar. The follow-up survey will be distributed May 1, 2004 to determine those strategies utilized and the successfulness of its use to all instructors who use the AT ToolKit within the 2003-04 school year.

The second assessment is the Michigan Literacy Profile Project (MLLP). This assessment will be given by the general education teacher in fall and reassessment to be completed in the spring for grades K-3. Results of the MLLP scores for the 2003-2004 school year will be compared with the previous year's growth for special education students. We will be able to compare the typical yearly growth with the use of AT from the 2003-2004 school year with the previous year when AT was minimally utilized. Because this is an individualized assessment specific growth in literacy and those modifications used can be easily documented.

The final assessment will be those scores achieved on the AYP for the 2003-04 school year. Comparing the language and math scores with those achieved in the 2001-2002 school year.

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Part B: IDEA 97

**2003-2004 Personnel Development (PD) Mini-Grant Application
BUDGET**

| |
|---|
| The purpose of this project is to improve the performance of students with disabilities |
|---|

| Functions | Requested Funds from OSE/EIS | In-Kind Funds* | Other sources | TOTAL |
|--|---------------------------------|-------------------|------------------|-------------------------------|
| Stipends/Fees/Honorarium (NOT SALARIES) | \$2650 | \$150 | | \$2800 |
| Travel In-State | \$400 | \$20 | | \$420 |
| Printing | | \$35 | | \$35 |
| Equipment Rental Maintenance | | | | |
| Supplies/Materials | \$1950 | \$400 | | \$2350 |
| Other (Describe) Room/Food | | \$475 | | \$475 |
| Other (Describe) Sub fees | | \$1010 | | \$1010 |
| TOTAL | \$5000 | \$2090 | | GRAND TOTAL \$7090 |

- In-Kind funds should be at least 10% of the total project. Check criteria for In-kind funding examples.

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BUDGET Breakdown

| |
|---|
| The purpose of this project is to improve the performance of students with disabilities |
|---|

Please describe each of the function code expenses listed on page 8.

Requested from OSE/EIS

Stipends/Fees/Honorariums

\$2300 Honorarium for Speaker – Judith Sweeney Creator of the LottiKit
(AT ToolKit)

\$350 Airflight

Travel In State

\$400 Hotel/Car Rental/Meals for speaker

Supplies and Materials

\$1950 5- LottiKits (AT ToolKit)

In-Kind Funds

Stipends/Fees/Honorarium

\$150 Parent Volunteer Time for 2-day workshop

Travel

\$20 Parent Travel Allowance for Workshop

Printing

\$35 Cover 2 day workshop materials, surveys and checklist forms

Supplies and Materials

\$400 To replenish materials consumed in the AT ToolKits

Other-Room/Food

\$475 To cover room and food costs for the 2 day workshop

Other –Sub Fees

\$1010 Cost to cover substitutes so that the school district could send all of its special
education teachers to the 2 day workshop.